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stories, anecdotes, descriptions, letters, dialogues, rhymes, riddles, proverbs, and exercises based on these. A few well-chosen songs with music are included, and an outline of the essentials of grammar is appended. Artistic illustrations conveying a German atmosphere add a charm to the book that is unique and invaluable. The reading-material, which is simple enough to be used in the upper grades of the elementary school as well as in the high school, is essentially German in character. The grammatical constructions are confined to the essentials, and as the text offers no difficulties in the way of vocabulary or subject-matter, the grammatical forms and principles will be easily discerned by the pupil. A novel feature is the postponement of the adjective declension to a much later stage of the work than is usually the case, the utmost simplicity being thus secured. Further to insure the mastery of the material presented, numerous questions and exercises based on the reading-material accompany the text throughout. The author here again applies sound pedagogical theory by handling the material in such a variety of ways that it easily becomes more permanently fixed in the mind of the pupil. The exercises are indeed a noteworthy feature of the book. As a practical demonstration of how to teach German through the German, they are far in advance of anything that we are accustomed to find in our textbooks and will merit examination by all those who are interested in more efficient teaching of the German language.

Those teachers who have become interested in fostering a good German *Aussprache* will regret the absence of a few directions in regard to the use of what might be called "practical phonetics." This lack is especially to be regretted as the text itself furnishes the rhymes which can be used so effectively in the acquisition of a good pronunciation. I would also suggest in a revised edition the substitution of a few longer selections for the large number of short pieces and a more careful working-out of details, especially in the beginning of the book.

Jung Deutschland is one of several books just from the press which seems to indicate that we are to have renaissance in German texts for secondary schools, and a corresponding improvement in modern-language instruction in our country. Individual teachers have used the "direct method" before this, but the prevailing type of textbook has necessitated many compromises with this method on the part of the average teacher. *Jung Deutschland* is a type of textbook that will undoubtedly be generally demanded in the near future.

Sprach- und Lesebuch. By W. H. GOHDES and H. A. BUSCHEK. New York: Henry Holt & Co., 1912. Pp. vi+366. \$1.15.

This textbook, recently published, is one of the new books which indicate that the revolution in the teaching of modern languages which has so long been under way in Europe is beginning to assume a more serious aspect in our own country. It is thoroughly in accord with the requirements of the "direct method" and is a type of book very similar to Gronow's *Jung Deutschland*, reviewed above.

The reading-material is excellent in the simplicity of its style and the nature of its contents. Numerous exercises, similar to those in Mrs. Gronow's book, are based on this reading-material. In addition to these excellent features the book has the distinction of being the first to incorporate successfully one of the most prominent features of the direct method, viz., exercises designed solely for the acquisition of the vocabulary. It is generally admitted that the teaching of German in our country is still too much under the influence of the old grammar method and that the work is not done thoroughly enough, but it has not been generally recognized that the failure to acquire an adequate vocabulary is one of the most serious defects in the instruction in German. Recently a few texts have aimed at effecting an improvement in this respect without, however, introducing the means whereby this end could be attained.

The book is well adapted for secondary work. It covers perhaps more ground than can be covered in one year in the average high school but simplicity and clearness characterize the material and method of presentation throughout. The style of printing and arrangement of the material are exceptionally successful and contribute in no small degree to the general effectiveness of the book.

To the main part of the book are added paraphrases of the reading-selections for translation into German for those who consider these necessary, and an outline of German grammar. There is no discussion of the *Lautlehre* and there are no songs or illustrations. The *Sprach- und Lesebuch* represents, however, a great advance in our high-school texts for beginning German and is a book that should find immediate favor and a wide use.

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The Teacher's Health. By LEWIS M. TERMAN. (Riverside Educational Monographs.) Boston: Houghton Mifflin Co., 1913.

This book gives a résumé of the recent investigations that concern the teacher's health, and contains excellent suggestions in regard to the somatic and mental hygiene of the individual teacher. Teaching, as a number of studies indicate, is an occupation dangerous both to the physical and the mental health. The investigations indicate that the teacher is especially liable to neurasthenia and to tuberculosis. The statistics cited are old and not very satisfactory; but so far as they go they indicate that in this country the mortality from tuberculosis for the teaching profession is very high, apparently greater even than for the notoriously unhealthy occupation of the stonecutter.

The author places the responsibility for hygienic reform, as other investigators have done, on the normal school. Reform should come (1) by lengthening the course for normal-school training, instead of attempting to crowd three years' work into two, or four into three; (2) by selecting the candidates for admission to normal schools after a thorough physical examination by experts under the direction of the school itself, and by another medical examinatio